



Wooster High School

An International Baccalaureate
World School

The International Baccalaureate
DIPLOMA PROGRAMME

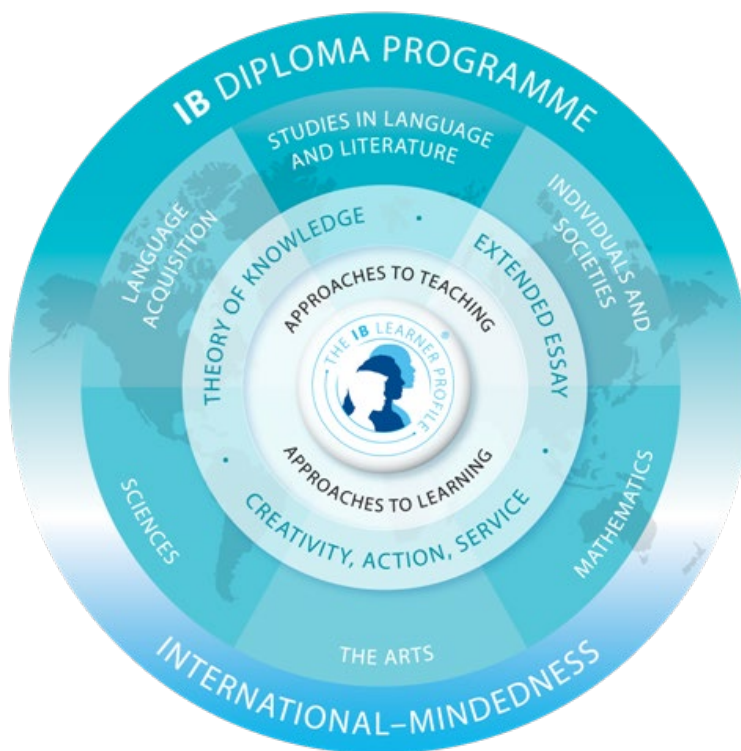
A guide for students and parents



THE INTERNATIONAL BACCALAUREATE

Diploma Programme

The curriculum contains six subject groups together with creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (ToK). This is illustrated by the below Diploma Programme model.



DIPLOMA CURRICULUM & REQUIREMENTS:

- One course from each of the 6 subject areas over the course of junior/senior year (3 at higher level, 3 at standard level)
- Theory of Knowledge (ToK) course (taken zero period two days a week, or as an elective during the day)
- Successful completion of the Extended Essay (EE)
- Successful completion of Creativity/Activity/Service (CAS)

IB DIPLOMA COURSES:

Group 1 – Language A

English Literature (HL)
Spanish Literature (HL)

Group 2 – Language B

Spanish (SL/HL)
Chinese (SL/HL)

Group 3 – Individuals and Societies

History of the Americas (HL)
Psychology (SL/HL)

Group 4 – Sciences

Biology (SL/HL)
Chemistry (SL/HL)

Group 5 – Mathematics

Math (SL): Applications and interpretations
Math (HL): Analysis & approaches

Group 6 – Fine Arts

Theatre (SL/HL)
Visual Arts (SL/HL)
(OR a 2nd science OR Psychology)

HIGHER LEVEL COURSES (two year courses):

- All students take History of the Americas HL for two years
- English, World Language, Math, Biology, Chemistry, Theater, Visual Arts and Psychology may be taken for a second year at the HL level

STANDARD LEVEL COURSES

- One year courses:
Biology, Chemistry, Math, Psychology
- Two year courses:
English, World Language, Theater, and Visual Arts

World Language, Theatre and Visual Arts are begun at SL; students may choose to remain SL or move up to HL at the end of their junior year.

COURSE SCHEDULING (Example)

Junior Year:

<u>HIGHER LEVEL</u> 1. History of the Americas HL 2. English HL 3.	<u>STANDARD LEVEL</u> 1. Spanish SL I 2. Biology SL 3. Theatre SL I	<u>CORE</u> ToK (class) EE CAS
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Senior Year:

<u>HIGHER LEVEL</u> 1. History of the Americas HL 2. English HL 3. Biology HL	<u>STANDARD LEVEL</u> 1. Spanish SL II 2. Math Applications SL 3. Theatre SL II	<u>CORE</u> ToK (class) EE CAS
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IB COURSE ASSESSMENT

Candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal Assessment

In all subjects, a portion of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study, and then report those marks to the IB. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External Assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include written assignments for language subjects in groups 1 and 2, the essay for theory of knowledge and the extended essay. Other assessments occur in May under strict examination conditions. (See below and Assessment Chart p13).

IB Exams

Juniors: Maximum 2 exams (Science and possibly Psychology)

Seniors: All remaining courses exams + ToK exam; submission of EE and CAS

Most exams (except ToK) have 3-4 components:

INTERNAL ASSESSMENTS – due end of February

- Eng, WL, ToK – individual oral
- HOA – research paper
- Sciences – lab
- Mathematics – project/exploration

EXTERNAL ASSESSMENTS

- Written Task - (due February)
ToK, EE
- Exams in May
Paper 1 & Paper 2 (Paper 3 in some HL)

DIPLOMA PROGRAMME CORE

In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the requirements of theory of knowledge (ToK), the extended essay (EE) and creativity, activity, service (CAS).

Theory of knowledge

A diploma candidate must follow a theory of knowledge (TOK) course. This course asks students to reflect on the nature of knowledge, and on how we know what we claim to know. It is a thoughtful, purposeful inquiry course that delves into different ways of knowing and areas of knowledge.

Extended essay

A diploma candidate must complete and submit an extended essay (EE), which is a substantial piece of independent, self-directed research that culminates with a 4,000 words paper. The EE provides practical preparation for undergraduate research, and an opportunity for students to investigate a topic of special interest to them. Students develop skills in formulating appropriate research questions, communicating ideas and developing arguments.

Creativity, action, service

A diploma candidate must engage in a programme of extra-curricular activities known as creativity, activity, service (CAS). CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

REQUIREMENTS TO EARN THE IB DIPLOMA

- Earn a **MINIMUM** of 24 total points on exams (IB grades exams on a scale of 1 – 7 so average a 4 on all exams).
- Earn a combined **MINIMUM** of 12 points on HL subject exams.
- Earn a combined **MINIMUM** of 12 points on SL subject exams.
- NO grade of 1
- No more than 2 grades of 2
- No more than 4 grades of 3 or less
- ToK grade of A, B, C or D (No grade E or N)
- EE grade of A, B, C or D (No grade E or N)
- CAS completed (yes/no)

In other words (example):

HL exam scores

HoA – 5
Eng – 5
Chem – 2
Total 12

SL exam scores

Span – 4
Math Studies – 5
Art – 3
Total 12

Core

ToK – D
EE – D
CAS – Yes
Passed



Diploma
Awarded!!

The Extended Essay at a glance

The extended essay is an in-depth study of a focused topic, undertaken either through a subject-focused approach or an interdisciplinary approach combining two DP subjects. Students choose from the list of available DP subjects for the examination session in question. This is normally one of the student's six selected subjects (or two in the case of the interdisciplinary pathway). The extended essay is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). Students produce a significant piece of appropriately presented and structured writing, in which ideas and findings are communicated in a coherent, reasoned manner, appropriate to the subject(s) chosen. Students must attend three reflection sessions with their supervisor. The third session is a short, concluding interview, or viva voce, that follows the completion of their extended essay. An assessment of this reflection is made under criterion E using the reflection and progress form (RPF). The extended essay, whether subject-focused or interdisciplinary, is assessed against common criteria.

Key features

- The extended essay is compulsory for all students taking the DP and is an option for course students.
- The extended essay is a piece of independent research and writing on a topic chosen by the student in consultation with a designated supervisor in the school.
- The extended essay is presented as a formal piece of academic writing containing no more than 4,000 words accompanied by a reflective statement of no more than 500 words. The statement is included on the RPF.
- The essay is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be three to five hours long, which includes three mandatory reflection sessions; the third and final reflection session is the viva voce, a concluding interview with the supervisor.
- The extended essay process helps to prepare students for the research-driven environment of university or college.

Aims

The aims of the extended essay are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management and communication
- reflect on the learning experience of doing an extended essay.

Assessment objectives

In working on the extended essay, students are expected to achieve the following assessment objectives:

Objectives	Understanding the objectives
Knowledge and understanding	To demonstrate knowledge and understanding of the topic chosen and the research question posed. To demonstrate knowledge and understanding of terminology and concepts. To demonstrate knowledge and understanding of relevant research methods.
Application and analysis	To apply relevant research methods to respond to the research question. To analyse the research to determine appropriate findings.
Synthesis and evaluation	To discuss in a balanced way the significance of the research findings. To develop a clear line of argument that links the research question, research findings and conclusions. To evaluate the effectiveness of the essay. To evaluate the extended essay learning experience and reflect on personal growth.
Communication of research	To communicate research according to appropriate structural conventions. To understand and demonstrate academic integrity.

Assessment of the extended essay

Assessment of the extended essay is a combination of formative assessment (the *Reflections on progress form*) and summative assessment (the extended essay itself). Generic assessment criteria are used with subject-specific interpretations.

Assessment Overview

Criterion A: Framework for the essay	Criterion B: Knowledge and understanding	Criterion C: Analysis and line of argument	Criterion D: Discussion and evaluation	Criterion E: Reflection
- Research question - Research methods - Structure	- Knowledge - Understanding – terminology - Understanding – concepts	- Analysis - Line of argument	- Discussion - Evaluation	- Evaluative - Growth
Marks	Marks	Marks	Marks	Marks
6	6	6	8	4

Total marks available: 30

The EE Assessment criteria

Criterion A: Framework for the essay	Guiding question: Do the research question, research methods and structural conventions followed provide an effective framework for the essay?
Research question	The research question is relevant to the topic of investigation, clear and focused in relation to the scope of the essay.
Research methods	Research methods that are suitable for the research question are explained and applied effectively.
Structure	Structural conventions used in the essay effectively support communication of the research.

Criterion B: Knowledge and understanding	Guiding question: Does the student demonstrate knowledge and understanding of the subject matter being used in their research?
Knowledge	Comprehensive, relevant research materials are used to establish knowledge of the subject matter.
Understanding – terminology	Relevant terminology is used accurately and consistently to demonstrate understanding of the subject matter.
Understanding – concepts	Relevant concepts are explained and used effectively to demonstrate understanding of the subject matter.

Criterion C: Analysis and line of argument	Guiding question: Does the student analyse the information presented in the essay and produce a coherent line of argument?
Analysis	Analysis in the essay is effective and consistently produces relevant findings.
Line of argument	A clear, sustained line of argument links the research question, research findings and conclusions.

Criterion D: Discussion and evaluation	Guiding question: Does the student discuss the findings and evaluate the essay?
Discussion	A balanced discussion of the significance of the findings is fully supported by appropriate evidence.
Evaluation	An evaluation of the effectiveness of the essay is present, with relevant strengths and limitations explained.

Criterion E: Reflection	Guiding question: Does the student evaluate the effect of the extended essay learning experience on them as a learner?
Evaluative	Reflection on the extended essay learning experience is consistently evaluative and includes specific examples.
Growth	Reflection consistently shows evidence of the student's growth and transfer of learning.

CAS – A (somewhat) brief explanation

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme begins at the start of the Diploma Programme (the first day after completion of 10th grade) **and continues regularly, ideally on a weekly basis, for at least 18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection**, which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

Understanding the CAS Learning Outcomes

The following chart shows example descriptors for each CAS learning outcome. These descriptors are provided only as suggestions; they are not exhaustive, and can be adapted, edited, and more may be added. Further, not all descriptors must be met; it is the CAS coordinator's decision with the student as to whether the CAS learning outcome has been achieved.

Learning outcome 1: Identify own strengths and develop areas for growth

Suggested descriptors

The student:

- Is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

Suggested descriptors

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

Suggested descriptors

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning outcome 4: Show commitment to and perseverance in CAS experiences

Suggested descriptors

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

Suggested descriptors

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning outcome 6: Demonstrate engagement with issues of global significance

Suggested descriptors

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning outcome 7: Recognize and consider the ethics of choices and actions

Suggested descriptors

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

CAS PORTFOLIO CHECK LIST

My CAS Programme	Yes/no	Notes:	Date:
Shows evidence of planning a CAS Programme			
Shows regular commitment over at least 18 months to CAS			
Demonstrates understanding and ability to use the CAS stages when planning CAS experiences			
Demonstrates balance between creativity, activity and service			
At least one planned project undertaken over at least one month			
Evidence of achieving all 7 learning outcomes:			
LO1. Identify own strengths and develop areas for growth			
LO2. Demonstrate that challenges have been undertaken developing new skills in the process			
LO3. Demonstrate how to initiate and plan a CAS experience			
LO4. Show commitment to and perseverance in CAS experiences			
LO5. Demonstrate the skills and recognize the benefits of working collaborative			
LO6. Demonstrate engagement with issues of global significance			
LO7. Recognize and consider the ethics of choices and actions.			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary			
CAS Interview 1 completed			
CAS Interview 2 completed			
CAS Interview 3 completed			
CAS PORTFOLIO COMPLETED			

CAS EXPERIENCE

Instructions: Complete this form for all of your CAS experiences, and keep them in your portfolio as a record of each experience.

Student Name: _____

Experience _____

Date(s) of the experience: _____



CAS GUIDELINES: A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

BEFORE YOU START: Guiding Questions – Ask yourself these questions before you begin (*feel free to take notes & keep in your portfolio*):

1. Does the event meet the guidelines for a CAS experience?
2. What attributes of the Learner Profile can be emphasized in the proposed experience, what may be left out? Why?

Inquirers Knowledgeable Thinkers Communicators	Principled Open-minded Caring	Risk-takers Balanced Reflective
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3. Does the event or organization respect the differences of other individuals and groups?
4. Will the event or organization increase my understanding of language, culture, other perspectives or international mindedness?
5. What are the stated goals of the organization with which you will be undertaking the experiences? How do these goals relate to the mission statement of the IB or the attributes of the learner profile?
6. Does the event have the potential to impact the environment?
7. How have you considered the legal or health and safety implications of your CAS experience?

1. **CAS Experience** (briefly explain what you did or plan to do)?

2. **CAS STRAND** – Circle one or more of the three strands below that were met by your CAS experience.

CREATIVITY	ACTIVITY	SERVICE
Exploring and extending ideas leading to an original or interpretive product or performance.	Physical exertion contributing to a healthy lifestyle.	Meaningful contribution to your community and society.

3. **CAS Learning Outcomes** - Check the learning outcomes that apply to this CAS Experience.

		Check the learning outcomes that apply to this CAS Experience.
1	Identify own strengths and develop areas for growth	
2	Demonstrate that challenges have been undertaken developing new skills in the process	
3	Demonstrate how to initiate and plan a CAS experience	
4	Show commitment to and perseverance in CAS experiences	
5	Demonstrate the skills and recognize the benefits of working collaborative	
6	Demonstrate engagement with issues of global significance	
7	Recognize and consider the ethics of choices and actions.	

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

Assessments of the IB Programmes Wooster High School

Studies in Language and Literature (Group 1)

English A/Spanish A: Literature	HL
Paper 1: Guided literary analysis	35%
Paper 2: Comparative essay	25%
HL essay	20%
IA – Individual Oral	20%

Language Acquisition (Group 2)

Spanish B/Chinese B	SL	HL
Paper 1: Productive skills (writing)	25%	25%
Paper 2: Receptive skills (listen/read)	50%	50%
IA – Individual oral	25%	25%

*Diploma Programme: Minimum 24 points + completion of Core

*Career-Related Programme: At least two exam scores of “3” + completion of Core & Career-related path

Sciences (Group 4)

Biology	SL	HL
Paper 1a (MCQ)	36%	36%
Paper 1b (Data based)		
Paper 2	44%	44%
IA – Lab	20%	20%

Chemistry	SL	HL
Paper 1a (MCQ)	36%	36%
Paper 1b (Data based)		
Paper 2	44%	44%
IA – Lab	20%	20%

Physics	SL
Paper 1a (MCQ)	36%
Paper 1b (Data based)	
Paper 2	44%
IA – Lab	20%

DP:
Extended Essay +
Theory of Knowledge
(3 additional points possible)

Creativity, Activity, Service
(meet 7 learning outcomes/spans 18 months)

CP:
Reflective Project
Personal and Professional Skills course
Language Development portfolio
Service Learning portfolio

Individuals and Societies (Group 3)

History of the Americas	SL	HL
Paper 1: Source-based paper (1 topic/4 questions)	30%	20%
Paper 2: Two essays (choose 2 on 2 diff. topics)	45%	25%
Paper 3: History of the Americas (3 essay questions)	----	35%
IA – Historical Investigation essay	25%	20%

Mathematics (Group 5)

Applications & Interpretation	SL
Paper 1: short response	40%
Paper 2: extended response	40%
IA – Mathematical Exploration	20%
Analysis & Approaches	HL
Paper 1: short response	40%
Paper 2: extended response	40%
IA – Mathematical Exploration	20%

Fine Arts (and Electives) (Group 6)**Visual Arts**

	SL	HL
Comparative Study	20%	20%
Process Portfolio	40%	40%
IA – Exhibition	40%	40%

Theatre

	SL	HL
Solo Theatre Piece	----	35%
Collaborative Project	40%	25%
Research Presentation	30%	20%
IA – Production Proposal	30%	20%

Psychology

	SL	HL
Paper 1: short ans./essay	50%	40%
Paper 2: essay	25%	20%
Paper 3: essay	----	20%
IA – Experimental Study	25%	20%

International Baccalaureate Course Assessment Outlines

GROUP 1 – Language A

Language A – English Literature (HL)/Spanish Literature HL

(first exams 2026)

Assessment component	Weighting
External assessment (4 hours)	80%
Paper 1: Guided literary analysis (2 hours 15 minutes) The paper consists of two literary passages from two different literary forms, each accompanied by a question. Student write an analysis of each of the passages. (40 marks)	35%
Paper 2: Essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on at two works studied in the course. (25 marks)	25%
HL Essay Students submit an essay on one literary text or work studied during the course (20 marks) The essay must be 1,200–1,500 words in length.	20%
Internal assessment	20%
This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: <i>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</i> (40 marks)	20%

GROUP 2: Language B

Spanish SL, Chinese SL

(first exams 2020)

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1: Productive skills (1 hour 15 minutes) One writing task of 250-400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. (30 marks)	25%
Paper 2: Receptive skills (1 hour 45 minutes) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks) - Listening comprehension (45 minutes) (25 marks) - Reading comprehension (1 hour) (40 marks)	50% (25%) (25%)
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment (12-15 minutes + 15 minutes for preparation) A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

Spanish HL, Chinese HL

(first exams 2020)

Assessment component	Weighting
External assessment (3 hours 30 minutes)	75%
Paper 1: Productive skills (1 hour 30 minutes) One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. (30 marks)	25%
Paper 2: Receptive skills (2 hours) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks) - Listening comprehension (1 hour) (25 marks) - Reading comprehension (1 hour) (40 marks)	50% (25%) (25%)
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment (12-15 minutes + 20 minutes for preparation) A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

GROUP 3: Individuals & Societies

History of Americas (HoA) SL

(first exams 2020)

Assessment component	Weighting
External assessment (2 hours 30 minutes)	75%
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	30%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	45%
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	20%

History of Americas (HoA) HL

(first exams 2020)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	20%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	25%
Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	35%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	20%

GROUP 3: Individuals & Societies

Psychology SL

(first exams 2019)

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) (Total 49 marks)	50%
Paper 2 (1 hour) One question from a choice of three on one option. (22 marks)	25%
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Experimental Study A report on an experimental study undertaken by the student. (22 marks)	25%

Psychology HL

(first exams 2019)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks)	40%
Paper 2 (2 hours) Two questions; one from a choice of three on each of two options (44 marks)	20%
Paper 3 (1 hour) Three short-answer questions from a list of six static questions on approaches to research (24 marks)	20%
Internal assessment	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Experimental Study A report on an experimental study undertaken by the student. (20 marks)	20%

GROUP 4: Sciences

Biology SL

(first exams 2025)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes) (55 marks) presented as two separate booklets Paper 1A (30 marks) 30 multiple-choice questions on standard level material (assessment objectives 1, 2 and 3). - The use of calculators is permitted. - No marks are deducted for incorrect answers. Paper 1B (25 marks) - Four data-based questions related to experimental work and the syllabus (assessment objectives 1, 2 and 3).	36%
Paper 2 (1 hour 30 minutes) (50 marks) Section A (34 marks): - Data-based question. - Short-answer questions on standard level material - Based on assessment objectives 1, 2 and 3. - The use of calculators is permitted. Section B (16 marks): - Extended-response questions on standard level material. - One of two extended response questions to be attempted by candidates. - Based on assessment objectives 1, 2 and 3. - The use of calculators is permitted.	44%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual investigation (10 hours) Students are required to complete an individual investigation into a topic of their choice. (24 marks)	20%

Biology HL

(first exams 2025)

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (2 hours) (75 marks) presented as two separate booklets Paper 1A (40 marks) 40 multiple-choice questions on standard level material (assessment objectives 1, 2 and 3). - The use of calculators is permitted. - No marks are deducted for incorrect answers. Paper 1B (35 marks) - Four data-based questions related to experimental work and the syllabus (assessment objectives 1, 2 and 3).	36%
Paper 2 (2 hours 30 minutes) (80 marks) Section A (48 marks): - Data-based question. - Short-answer questions on standard level and additional higher level material - Based on assessment objectives 1, 2 and 3. - The use of calculators is permitted. Section B (32 marks): - Extended-response questions on standard level and additional higher level material. - Two of three extended response questions to be attempted by candidates. - Based on assessment objectives 1, 2 and 3. - The use of calculators is permitted.	44%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual investigation (10 hours) Students are required to complete an individual investigation into a topic of their choice. (24 marks)	20%

(first exams 2025)

[illegible]

(first exams 2025)

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (1 hour 30 minutes) (75 marks) presented as two separate booklets Paper 1A (40 marks) 40 multiple-choice questions on standard level and additional higher level material. - Based on assessment objectives 1, 2 and 3. - The use of calculators and Chemistry data booklet is permitted. - No marks are deducted for incorrect answers. Paper 1B (35 marks) - Data-based questions (assessment objectives 1, 2 and 3). - Questions related to experimental work (assessment objectives 1, 2 and 3). Paper 2 (2 hours 30 minutes) (90 marks) - Short-answer and extended response questions on standard level and additional higher level material. - Based on assessment objectives 1, 2 and 3. - The use of calculators and Chemistry data booklet is permitted.	36%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual investigation Students are required to complete an individual investigation into a topic of their choice.	20%

GROUP 5: Mathematics

Math SL: Applications & Interpretation

(first exams 2021)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes) Compulsory short-response questions based on the syllabus. Graphic Display Calculator required. (80 marks)	40%
Paper 2 (1 hour 30 minutes) Compulsory extended-response questions based on the syllabus. Graphic Display Calculator required. (80 marks)	40%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical Exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Math HL: Analysis & Approaches

(first exams 2021)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) No calculator allowed. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. (110 marks)	30%
Paper 2 (2 hours) Graphic Display Calculator required. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. (110 marks)	30%
Paper 3 (1 hour) Graphic display calculator required. Compulsory extended-response questions based mainly on the syllabus options. (55 marks)	20%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Group 6: Fine Arts

Theatre SL/HL

(first exams 2024)

Assessment component	Weighting SL	Weighting HL
External assessment	70%	80%
Solo theatre piece (HL only) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4–7 minutes maximum).	N/A	35%
Collaborative project Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7–10 minutes maximum).	40%	25%
Research presentation Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	30%	20%
Internal assessment	30%	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.		
Production proposal Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30%	20%

Visual Arts SL

(first exams 2027)

Assessment component	Weighting
External assessment tasks	60%
Connections study (24 marks) This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists. SL students submit two mandatory files. • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources. Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	20%
Internal assessment	40%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Resolved artworks (32 marks) This is an SL-only task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks. SL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words).	40%

Visual Arts HL

(first exams 2027)

Assessment component	Weighting
External assessment tasks	60%
Artistic project (40 marks) This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context. HL students submit three mandatory files. • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources. Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. HL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	30%
Internal assessment	40%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Selected resolved artworks (40 marks) This is an HL-only task focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice. HL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks — each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).	40%

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